

FMS/HHS Bond Key Instructional Considerations

Draft 12.17.24

- 1) **The Middle School lacks instructional space.** The current FMS footprint does not meet the needs of the current (nor future) instructional program. Many of the current classrooms within the Middle School are undersized, according to NYS guidelines and impede our ability to promote 21st Century instructional practices. There are too few rooms, resulting in higher class sizes and decreasing the opportunity for differentiated instruction to help meet the needs of all students.
- 2) **Meeting the needs of students with diverse learning needs.** When students with IEPs, 504 Plans and ENL designations require additional time or testing accommodations as mandated by their respective plans, we do not currently have appropriate spaces to meet these needs. Our ad hoc solutions of students taking tests in the hallways or travelling to other, temporarily unoccupied classrooms does not ensure the students receive the optimal, focused, and uninterrupted conditions that would be required in order for us to meet the expectations of the IEP.
- 3) **Supporting 21st Century skills.** While estimates vary, there is widespread consensus that 50-80% of future jobs in the next two decades will be entirely new. This means our instructional spaces must be sufficiently flexible to promote the type of learning that results in increased collaboration, problem solving and critical thinking skills (all elements of the Portrait of a Hastings Learner). This is not a superfluous request, but rather it is core to the instructional decision-making that will otherwise leave our students at a disadvantage compared to their peers in other districts.
- 4) **Providing programmatic coherence.** Although the Farragut complex may appear to have adequate space from the exterior, the haphazard nature of the additions over the years results in a building whose overall utilization remains limited. The space footprints of the high school and middle school are inequitable; the layout of the buildings prevent smooth transitions between spaces (i.e., an Art wing that would allow shared staff to utilize a single space, instead of traveling; shared conference or testing spaces that would allow more effective usage of crucial, but underutilized locations), and does not encourage instructional collaboration or interdisciplinary instruction.



Hastings North Star: We are a nurturing community of diverse learners who foster a just and compassionate society.